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ABSTRACT

Strategies for preparing principals to participate in teacher selection and induction are offered in this guidebook for administrator education faculty. Three general areas are discussed: (1) reasons for principal involvement in teacher selection and orientation; (2) development of an effective selection process; and (3) structuring an induction process. Activity suggestions and a principal's teacher induction timeline are included. (30 references) (LMI)

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PROFESSORS OF SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION (PSSAS)

INSTRUCTIONAL LEADERSHIP SERIES

TEACHER SELECTION AND INDUCTION

GORDON A. DONALDSON, JR.

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Introduction to the Series

The Instructional Leadership Series was developed by the Committee of Professors of Secondary School Administration and Supervision (PSSAS) of the National Association of Secondary School Principals to serve as a resource for professors engaged in preparing principals and other school administrators. It is not a curriculum guide, nor a text for instruction. Rather, it is a compilation of practical strategies and procedures that any professor may use in college courses and training sessions for aspiring or practicing school administrators.

Topics for this series were chosen by PSSAS Committee members, using a priority grid process, from among the range of subjects treated in NASSP's *Instructional Leadership Handbook* (J. W. Keefe and J. M. Jenkins, editors, 1984).

All principals, and particularly middle and high school principals, feel the mounting expectation to serve as the instructional leaders of their schools. The education community, state and federal policymakers, and shifting community and board demands place matters of teaching and learning squarely on the principal's desk. Supervision, staff development, curriculum development, planning, and program evaluation are now indisputably the bailiwick of the principal. Teachers' instructional performance—and student outcomes—are shaped by the principal's leadership.

This perspective on the principal's growing importance and function shifts the sands of university courses, internships, textbooks, and other preparation experiences. College and university professors experience new demands on their teaching; demands to prepare principals with broader technical knowledge as well as with newly understood conceptual tools for leadership and pedagogical improvement. Inevitably, professors discover need for restructured courses, reconceived field-based experiences, and resources for retooling their work with current and future principals.

The Instructional Leadership Series responds to this need for newly conceived resources. It is the product of a multi-year project begun in 1986. The series modestly proposes to relay useful ideas to professors and others who are engaged in the education and development of principals. Although many of the units and ideas in the series are familiar, all are written with the principal's instructional leadership function in the forefront. Written and reviewed by other professors intimately involved in principal preparation, each unit in the series aims to assist professors in preparing men and women wise to the complexities and joys of the teaching-learning process.

Dale Findley, professor of educational administration at Indiana State University, Bloomington, served as designated reviewer of this manuscript.

The PSSAS Committee invites the reader to use the ideas and procedures in this unit. It is packaged to permit easy integration into existing practices and to encourage further reading and planning. The Committee welcomes suggestions from NASSP members and other users of the series for additional topics of interest.

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Teacher Selection and Induction

As attention to the quality of the teaching force has heightened, the need has grown to identify, select, and socialize the best teachers into America's schools. The principal will continue to be an essential actor in this important enterprise.

This unit is organized to provide professors with instructional prompts and suggestions in preparing principals to fulfill a more active role in the selection and induction of teachers. Three broad areas are treated: establishing a purpose for selection and orientation; developing a sound selection process; and structuring an induction process. Most administration courses do not offer principals extensive information or training in these activities; such a goal would require the better part of a course. Nevertheless, professors may wish to include at least an introduction to all three areas within their courses on supervision, human resource/personnel management, and the principalship.

Establishing a Purpose for Selection and Orientation

Duke (1987) pointed out that "There is strong evidence that the profession (of teaching) is attracting less capable college graduates. Because of this, the recruitment, selection, and retention of talented teachers should be a major concern for school leaders."

All too often, principals are brought into the hiring process after the fact. The central office or personnel department makes the selection and the teacher is "handed" to the principal to be put to work. Most districts limit their attention to new teachers to the early weeks of "orientation." Few see the task as a longer-lasting, more integrated process of "teacher induction." Indeed, many students of school administration have never worked with principals who view the selection and induction of faculty as one of their responsibilities. For this reason, coursework should directly address the rationale and purposes for principal involvement in these important activities.

Selection and induction activities are more or less invisible to the prospective principal; they happen after hours or over the summer. A context needs to be built that supports the principal's heavy investment of time and energy in these activities.

Two simple points can be made. First, the best opportunity a principal has to improve teaching and learning in a school is when a new teacher is hired. Compared to the long and often arduous task of weeding out through evaluation or improving through supervision, hiring the best possible teacher for a position is a rare and precious opportunity. Second, an induction process that puts the principal in frequent contact with new teachers provides a superb data base for future decisions about the teacher. (Principals must recommend teachers for continuing contracts.)

The principal's commitment of time and energy is essential to help teachers get off to the best possible start. Students might be reminded of the old saw that "it's easier to hire (and support) a good one than to fire a bad one."

Students might need to discuss why principals should have a major hand in the selection of teachers for their buildings, since some systems do not involve principals at all. Central points, which can be raised in the discussion, include:

1. The principal is often in the best position to identify the requirements for a vacant position.

2. The principal is best situated to fill a vacancy by reassigning faculty or rewriting position descriptions prior to recruiting.

3. The principal who will serve as the new teacher's supervisor can best judge the "intangible" qualities of a candidate, particularly as they may affect future working relationships.

4. The prospective candidate should have substantial contact with the supervising principal to permit him or her to make an informed choice.

Underlying these four central points is the contention that *selection and induction are the first two stages of supervision* (Dowling and Sayles, 1978; Glickman, 1985). The employment of a teacher begins a long and potentially productive relationship with the school district in which the principal, as the legal representative of the district, must both nurture practice and evaluate the teacher's effectiveness (Stanley and Popham, 1988).

The teacher's understanding of his or her job responsibilities and of the principal's expectations, as well as the principal's initial assessments of the teacher's qualities are frequently established in the selection and induction phases. Some research shows that support offered by the principal and others in these phases is likely to correlate with increased teacher satisfaction later (Jensen and Rankin, 1988).

Suggested Activities

1. Have students write one-page descriptions of their most recent job interviews, hiring, and start-up, focusing on how clearly and accurately the position and its responsibilities were communicated to them and how the involvement or non-involvement of the principal was a factor. Discuss these in class or in small groups designed to develop a rationale for or against the active participation of the principal in selection and induction.

2. Follow this discussion with a presentation of the principal's legal responsibilities as the supervisor and evaluator of teachers. How does the principal's involvement in selection/induction strengthen or weaken his or her position as an effective supervisor or evaluator of a new faculty member (particularly during the probationary period)?

The Selection Process

Once the importance of principal involvement and leadership in teacher selection and orientation have been established, students should be introduced to a standard selection process. The goals of this segment are threefold: to give students a map of the *steps in teacher selection* to which they can refer in hiring; to help students understand the philosophical and perceptual bases of the *decision-making process* for selecting good teachers; and to acquaint students with pertinent *legal considerations*. These elements can be handled in any order.

Steps in the Selection Process

The steps in the selection process are described in many textbooks or prescribed by school districts. Students should nevertheless be introduced to them and the role each step plays in the decision-making process. The process, as summarized by Leonard Pellicer of the University of South Carolina (1987), includes eight steps.

1. *Job analysis*: determine what the job entails (position characteristics)

2. *Selection criteria*: determine the teacher characteristics, qualities, knowledge, and skills required by the job (personal qualities)

3. *Generating a pool of candidates*: advertise internally and externally to create the best possible pool; energetic broadcasting, carefully worded public notices, and personal invitations are important

4. *Data collection*: gather data pertinent to the selection criteria (identification criteria); usually include application materials, written statements, phone and personal interviews, follow-up on references, observation or videotaping of teaching

5. *"Paper" screening of the pool*: rating all candidates on the assembled data; identification of a second, smaller pool of finalists or semi-finalists

6. *Personal interview*: invitations sent to candidates to appear in the district, to be interviewed informally and/or formally by one or a variety of people; structured by the use of standardized questions or topics; assessments committed to paper

7. *Weighing all data and making a decision*: rank all candidates in the final pool so that the second, third, etc. choices may be offered the position if the first, second, etc. decline

8. *Notification of candidates*: offer the position to the top candidate; after ensuring that he or she will accept the position (i.e., all terms have been made explicit and candidate has signed contract or letter of intent), notify the unsuccessful candidates.

Examples of screening and interviewing procedures can be found in Rebore (1987). Several are reproduced in Appendix A.

Decision-Making Process

The steps in the selection process are easily conveyed to students, but introducing them to the

decision-making dimension of teacher selection is both more complex and more necessary. Three questions are essential for the principal and selection committee to ask at the beginning of the deliberation: What is the position and what goals do we hold for it? What personal qualities and traits are most likely to help a teacher meet those goals? What evidence does the principal and committee need to judge whether a candidate has these qualities and traits—often referred to as *position characteristics, teacher qualities, and identification criteria*? (See Castetter, 1986, for more discussion.)

- *Position Characteristics.* Future principals must understand that position characteristics mean more than "second grade teacher" or "chemistry and physics teacher." A thorough description of the position will include its curricular goals; the activities, materials, and philosophy underlying instruction for the grade level or discipline; norms for working collaboratively with colleagues (especially in a team setting); and any nonteaching duties or roles that may accompany the position (Bolton, 1973).

Suggested Activities

1. Give small groups a single broad position description such as "second grade teacher," and have each group write a full-page list of the kinds of functions a second grade teacher must normally fulfill. (You may provide a school context for clarity.) Have the groups share the lists, identifying the major components of the position (Bolton, 1973).

2. Using these lists, or one provided by the professor, have the class sort the descriptors into "essentials" and "desirables." Discuss ways of prioritizing position requirements to facilitate selection decisions.

- *Teacher Qualities.* The second set of factors that enters into the decision-making process is teacher qualities. Although this topic may appear simple, its discussion by any group of people can lead rapidly to a confusing array of opinion and theory. For this reason, it is very important that students of administration address the question, "What personal qualities and traits make a person a prime candidate for a given teaching position?" Students should review the position characteristics, and chart for each major job requirement the personal qualities that will help a teacher be successful.

The identification of desirable teacher qualities involves translating the school's profile for the job into personal and professional traits. This intermediate step allows a screening committee to determine if a given candidate is likely to perform well in the position.

Castetter (1986, pp. 246-52) calls this the Position-Person Compatibility Profile. Formulating a profile for the position enables the principal and committee to consider each applicant against a common set of desirable characteristics. The process also builds consensus about the position and the kind of person it demands.

Suggested Activities

1. Using a job description, ask students to list three personal qualities or skills they believe a successful candidate should exhibit to satisfy each job requirement. For example, "enhancing students' writing skills" would require a teacher to (a) possess exemplary writing skills, (b) provide specific feedback to students, and (c) show sensitivity and patience.

2. Provide the students with a list of "good teacher" characteristics like those that appear in supervision or evaluation instruments or in textbooks (Duke, 1987; Glickman, 1985). Ask students to relate these characteristics to the specific position characteristics in a job description.

- *Identification Criteria.* The third set of factors in the selection decision is composed of identification criteria, the measures a principal will use to determine if a candidate possesses the desired qualities. Students should be warned that selection is an *inferential* activity based on the information presented by the candidate. The principal and committee must first decide what the candidate's capabilities are and then whether those capabilities will fulfill the demands of the job.

At best, measuring teacher competencies is an inexact science (Shulman, 1988). In the hiring situation, it is even more so. To reduce some of the uncertainties of this process, as well as for legal purposes, districts often standardize the application and selection processes. Professors should devote time to discussing how one obtains valid and reliable information from and about candidates

(Rebore, 1987).

Students will already have considerable informal knowledge in this area and it is useful to ask them individually or in groups to generate ideas for obtaining accurate measures of a teacher's abilities. Specifically, students should examine each of the more common means by which teacher qualities are represented in the selection process (written application, supplementary statements, letters of reference, and interviews) as well as those less typically used (current school visits, observation of actual teaching, demonstration teaching, unsolicited references).

Research has not established any close correlation between personal data collected in the selection process and later success in teaching. Jensen and Rankin (1988) found, for example, that of most commonly used selection data, only ratings of student teaching correlated somewhat with later supervisor's ratings of performance. Nevertheless, students should be encouraged to explore what these connections might be in class discussion, through interviews with practicing administrators and teachers, and through reflective writing.

Suggested Activities

1. Obtain application materials and interviewing and rating forms used by a local district. Prepare and distribute applications for two hypothetical candidates who differ in obvious ways, but who are similar in other ways. Set up "mock selection committees" and have students use the rating forms to evaluate the candidates. Compare and discuss ratings and the degree to which the judgment of intangibles plays a role in the decisions.

2. Ask two students to role play two contrasting teacher candidates. Have two other students interview the candidates (with the second interviewer out of the room during the first interview). Ask the class to analyze the interviews, the data generated, and the extent to which both help to inform the selection decision. Repeat, if necessary.

The Decision

Even with a position description, teacher qualities, and identification criteria clearly in hand, students still need to understand the actual decision process. The selection decision requires the principal and selection committee to decide which candidate—about whom accurate and verifiable information is available—possesses the qualities, knowledge, and skills that are most likely to satisfy the demands of the position. This decision process involves both an evaluation of each candidate and a comparison among the candidates.

For clarity (and for legal purposes), it is best to use a standardized grid to record the ratings of each candidate against the requirements of the job (see Appendix A). It helps to weight the requirements so that the more significant qualities, such as "demonstrated effectiveness in managing students," exert greater influence on the final rating. When groups are involved in the selection process, rating systems are almost always necessary to narrow the field to a point where open discussion can develop consensus (Jentz et al., 1982).

Finally, students should be reminded that principals seldom (and then only in small or private schools) have the final say in teacher selection. Principals usually recommend pre-screened candidates to the superintendent, who make nominations to the school board or committee. Only the board or committee has the statutory authority to hire. (Professors should be acquainted with the applicable laws in their states and the common practices in their regions.)

Legal Considerations

Whether or not principals are directly involved in selecting teachers, they must have at least a passing knowledge of laws that address the employment process. Frequently, the central office takes responsibility for equal employment policies, public statements, position announcements, application materials, and formal correspondence with candidates. Samples of these materials from nearby districts should be made available or may be found in texts (Castetter, 1986, p. 226; Rebore, 1987, p. 103).

More important than formal statements of compliance are the practices that district personnel are required to follow in the employment and selection process. Principals must know what each applicable law demands, as well as the purposes behind each requirement. If time permits, students should explore some practical examples of these applications.

Key laws and their requirements include:

- Title VII of the 1964 Civil Rights Act, which bans employment discrimination because of race, color, religion, sex, or national origin.
- Equal Pay Act of 1963, which forbids pay differentials based on sex.
- Age Discrimination in Employment Act, which bans employment discrimination because of age against anyone from 40 to 70 years of age.
- Rehabilitation Act of 1973, which requires public employers to take affirmative action for qualified handicapped individuals and to make adjustments in employment conditions to accommodate them.
- Pregnancy Discrimination Act that amended Title VII to prohibit employment discrimination based on pregnancy, childbirth, and related conditions.

Suggested Activity

Obtain summaries of these and other employment considerations from your university's Equal Employment Opportunity office. Present these summaries to students, and pose questions from the applications and interviews that illustrate the legal distinctions. Ask the class to discuss their propriety. (A sample quiz is provided in Appendix B.)

Teacher Induction

> *She just couldn't wait for school to be over. She wondered why. The kids were driving her crazy and she felt bad. She thought she'd gotten soft as the year went by. She believed she was not as strict as she had been. . . . She'd felt like this had been* her *year. She'd done it pretty much on her own. No one had helped her through. Now she needed a break (Ryan et al., 1980, p. 36).*

In recent years, researchers and practitioners alike have examined the early phases of teacher professional life in an effort to improve the performance, satisfaction, and retention of strong teachers (Schlecty and Vance, 1981; Ryan et al., 1980). In this work, as in most recent visions of instructional leadership, the principal's role is often stressed. Significant to the principal's success are his or her ability to establish sound professional relationships with new teachers, to provide continuing support and information throughout the first year, and to be sensitive to the many ways induction and socialization work in a school.

Clearly, principal preparation programs must devote attention to the intricacies of this aspect of teacher development. Three aspects of the principal's involvement in teacher induction are discussed in the following sections: (a) helping principals understand the beginning phase of a teacher's career; (b) identifying common problems faced by new teachers and examining the principal's responsibility for them; and (c) tying induction activities to supervision, evaluation, and staff development.

Understanding the New Teacher's Experience

Principals and future principals often conceive of teacher orientation as a short meeting or series of meetings in which the administrator informs new teachers of the policies, practices, layout, and organization of the school. Employing such short term, unilateral procedures as the only formal induction for teachers should be discouraged (Joyce and Showers, 1988).

In their place, professors should stress that, in the first weeks and months of employment, *the new teacher, the principal, and the faculty together should establish the patterns of behavior and relationships that will affect the teacher's performance and attitude about working in the school.* Instead of understanding this initial phase as orientation, students should be introduced to the concepts of "socialization" and "induction" into the professional culture of the school (Lieberman, 1988).

Socialization and induction convey the image of a new teacher learning both the formal and informal rules of the school, its personnel, its students, and its community.

- *Socialization* is the means by which a new member of the faculty assimilates the norms of the school and learns to function as an integral part of that professional group (McLaughlin and Yee, 1988; Castetter, 1986).

As a process, socialization is both lengthy and complex. One does not fit in all at once; nor is a thoroughly socialized individual necessarily a conformist. For the principal, the crucial issue is, "Will the new teacher find a place on the faculty that reinforces the best teacher norms?"

Clearly, the principal does not have complete control of the socialization process. The many staff,

faculty, student, and community members a new teacher encounters will share in establishing expectations and in shaping affiliations with one group or another.

The principal cannot socialize a new teacher alone; by definition, others play a part. Understanding the new teacher's experience as socialization, however, can stimulate the principal to encourage those people on the staff whom he or she knows exhibit strong professional norms to shape the new teacher's first days, weeks, and months on the job.

- *Induction*, a partner concept to socialization, addresses the direct and indirect steps the principal takes to acquaint the new teacher with the formal requirements and expectations of the position. Castetter defines induction as "a systematic organizational effort to assist personnel to adjust readily and effectively to new assignments so that they can contribute maximally to the work of the system while realizing personal and position satisfaction" (1986, p. 260).

Castetter and others recommend a program of induction structured to inform the teachers of policies, practices, and expectations, with multiple opportunities for the teachers to seek clarification through feedback and conferences about these expectations and their own performance. Induction should continue through at least the first year of teaching, and should involve the teachers in learning to adjust their behaviors to meet the best expectations and practices of the school and district.

The principal has a considerably more direct, although no more vital role in induction than in socialization. The principal (perhaps in concert with the administrative team) usually designs the induction program and often is the prime actor in carrying it out. The principal and the team must:

- Plan informational briefings to acquaint new teachers with the teacher handbook, the student handbook, disciplinary procedures, curriculum materials and expectations, teacher evaluation criteria and procedures, and district policies

- Conduct these briefings both before school starts and throughout the first year, at appropriate times and with the assistance of other personnel (such as vice principals, guidance staff, librarians, custodians, secretaries, etc.)

- Informally monitor the teacher's performance, in and out of the classroom, to ascertain the extent to which the teacher is internalizing the expectations and requirements

- Provide frequent opportunities for new teachers to ask the principal and administrative team, department chairs, counselors, and secretaries about established practices

- Offer frequent informal feedback based on actual monitoring, to give the new teacher important behavioral reinforcement and the moral boost that every new member of a group needs.

Suggested Activities

1. Have students prepare induction sessions for new teachers based upon the policies and procedures of their own schools/districts. Role play some of these plans with a group of four or five "new teachers" from the class and have the remainder of the class as well as the players critique the session. The critique can address both *what* the principal chose to include and *how* he or she communicated it.

2. Discuss Edmund McGarrell's "Guidelines for Planning the Induction Process" (see Appendix C).

3. Have each student write a brief description of his or her induction as a teacher. (These are usually vivid memories because they were not purposeful.) Share these orally and have the class, in small groups, develop induction and socialization plans to remedy the problems they have identified.

4. Assign excerpts from *Biting the Apple: Accounts of First-Year Teachers* by Ryan et al. (1980), to generate discussion and plans.

Common Problems in the Beginning—The Principal's Role

Recent studies of teacher retention in the United States suggest that within the next five years, 50 percent of all new teachers are likely to leave the field of teaching (Honig, 1985). Some of these presumably are talented, while others are undoubtedly better off pursuing other lines of work. The principal's primary role in induction and socialization is to help new teachers overcome the

obstacles to effective performance and, when indicated, assist those whose talents or disposition prove incompatible with teaching to leave the profession.

Students of administration benefit from examining and discussing the problems commonly experienced by teachers new to a system. (See Louis, 1980, for a general discussion of organizational newcomers.) In so doing, however, they should be reminded that the principal is not solely responsible for assisting the teacher in handling these problems. All too many principals come to feel personally responsible for the failure of a teacher. Clearly, the principal alone can hardly "make or break" a new teacher's career.

Teachers new to a building or system are usually concerned with becoming knowledgeable about the following institutional or personal factors:

- The *community* and its people (ranging from finding a bank or a church to meeting compatible social groups)
- The *system*, its aims, policies, programs, procedures, controls, resources, customs, values, personnel, and history (including past practice)
- The *position*, including curricula, courses of study, student procedures and expectations, parent involvement, pupil services, resources and materials, and building routines
- *Performance standards for the role*, including who supervises and who evaluates, according to what criteria, when, and through what procedures for both instructional and non-instructional assignments
- *Personnel*, including administrators, classified staff, faculty members, central office, and local and regional professional organization personnel
- *Personal problems* associated with moving into a new home (health, transportation, financial pressures). (Adapted from Castetter, 1986, p. 268.)

These issues are undoubtedly familiar to students of administration, but most are unlikely to have considered them together or to have explored the principal's responsibility for helping teachers address them. Students can benefit from examining the list, either in writing or orally in groups, and assessing the principal's level of responsibility for each.

It is useful at this point to distinguish between the principal's *personal* responsibility (as a sympathetic fellow educator) and his or her *professional* responsibility (as the employer and human resource developer). It is also helpful to consider which of these concerns might be handled by fellow administrators, committees, or teacher mentors.

Suggested Activities

1. Have students interview a colleague who has recently come to their school. Focus the interview on (a) what the teacher found most disconcerting about beginning at the school; (b) what he or she found most helpful in the adjustment; and (c) what he or she feels the principal's role should or should not be in assisting new teachers. Discuss in class or use the interview as the basis for having students develop papers on their induction plans.

2. Develop and present to the class scenarios based on one or more of the adjustment problems listed above. Have students form groups to determine the principal's role, and a rationale for helping teachers. Compare group approaches, debating pros and cons.

3. Variation: Ask a student to role play the teacher in the scenario and another student to role play the principal, using the approach developed by the group. Stage a meeting in which the principal attempts to carry out the approach. Analyze and plan a revised approach, if appropriate.

Tying Induction to Evaluation, Supervision and Staff Development

All too frequently, a new teacher's induction to the school ends when the formal orientation sessions planned by the administration end. Unfortunately, many of the questions that arise from the teacher's work surface long after these sessions end. The principal can anticipate this eventuality by ensuring that his or her involvement as supervisor/evaluator and other's involvement as peer supporters/staff development participants are integrated into the new teacher's professional life (McDonald, 1980). *Note: Appendix D contains a flow chart of the*

interrelationship among these activities.

1. As the new teacher's *evaluator*, the principal has a responsibility to assess the teacher's capabilities and contributions to the school in the first years, and to make a recommendation for continuing employment to the central office.

The details of this process must be shared with the new teacher; they are a vital aspect of induction. Here, students of the principalship should understand the importance of sharing with new teachers, in a direct, supportive fashion, the evaluation criteria, instruments, forms, and policies of the district. (See Stanley and Popham, 1988, for alternative suggestions.) Observations, feedback conferences, and write-ups should begin early in the teacher's career, both to assert their importance to professional growth and to permit the teacher to understand the district's expectations.

2. As *supervisor*, the principal occupies an ambivalent position; he or she cannot simply supervise for professional growth.

His or her role as evaluator influences the relationship with the teacher. For this reason, principals should employ several alternatives for supervising new teachers: through colleagues, through teacher-developed goals, through video or audiotaping, or through other creative means (Glatthorn, 1984). Providing informal and formal opportunities for supervision followed by discussion with qualified colleagues will enable the principal to assert the importance of continuous improvement and give the new teacher contact with other members of the school community who will influence the socialization process.

The principal should establish at the outset the expectation that teachers must focus on their own improvement. Visiting teachers' classrooms early and often and making those visits informal at first, will affirm the school's and the principal's expectations for teachers, and will build personal trust.

3. Finally, immersing new teachers in evaluation and in supervision may ultimately be frustrating if *staff development* opportunities are inaccessible.

The best staff development entails a continuous and varied menu of activities and personal contacts (Loucks-Horseley et al., 1987). The principal who places the new teacher immediately in touch with these opportunities and people will affirm the importance of ongoing professional improvement. If the principal meets with the teacher on a bi-weekly basis during the first semester, the needs that emerge from feedback conferences can become the focus of staff development. In districts with many new teachers, it is particularly important that the staff development mechanism be flexible to meet individual needs.

Teacher selection and induction must be addressed not as isolated processes but as the vital first stages of the evaluation-supervision-staff development cycle (Glickman, 1985; Sergiovanni, 1987).

Suggested Activities

1. Prepare copies of a district's evaluation procedure and forms. Divide the class into three groups: principals, new teachers, and observers. Have principals and new teachers meet briefly in role groups. Principals should discuss how to approach their first meeting with Teacher X to go over the evaluation procedures. New teachers should discuss how they would respond to a memo asking them to meet individually with the principal to review the district's teacher evaluation procedures. Next, role play the meetings, with one observer for each principal-teacher pair. Share reactions in triads, and then with the whole group. Draw lessons for approaching new teachers on this often delicate subject.

2. Discuss the following "Principal's Timeline for Teacher Induction" with regard to:
   - The practicalities of time, energy, and expertise needed to execute the schedule
   - The parts of the process that teachers might assist with or do better than the principal
   - The manner in which the principal can use contacts with new teachers to build a sound knowledge of their teaching abilities and values (for tenure recommendation as well as staff development planning)
   - The opportunities for the principal to establish trust, open communication, and productive two-way feedback with the teacher.

Principal's Timeline for Teacher Induction

Prior to School's Opening

- Letter of welcome from principal and central office
- Assign experienced teacher or committee to induction activities
- Meet with teacher twice to explain school policy, teacher responsibilities (handbook), and curricular assignments
- Provide orientation to school building, facilities, materials, equipment

Initial Weeks

- Schedule weekly meetings with experienced teachers and administration to answer procedural questions
- Make daily contact to provide immediate support and information
- Make informal classroom visits, with an informal follow-up conference to discuss performance in a supportive manner

First Grading Period

- Schedule semi-weekly meetings with colleagues, guidance office, central office, and student activities personnel, the staff development team, social workers/attendance officers and other district personnel, to introduce their activities
- Conduct a formal evaluation after several informal classroom observations, with a conference and written formative report
- Schedule a meeting toward the end of the term to address information and procedures for grading students

Remainder of Year

- Monthly meetings with the principal or collegial groups, based on the data of evaluation, supervision, or staff development (see above)
- Meetings called at least two weeks prior to school-year deadlines to discuss specific procedures for grading or testing or graduation
- Summative evaluation conference, based upon a number of classroom observations and formative conferences throughout the year, with written report and recommendations for continuing employment and goal-setting for future professional development

End of Year

- Informal conference to assess the teacher's response to the first year in the building and to gather suggestions for supporting him/or her better next year
- Development of professional goals for the second year.

—Donaldson, 1988

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Appendices

Appendix A

Selection Criteria

SELECTION CRITERIA FOR A HIGH SCHOOL ENGLISH TEACHER

Applicant's Name _____ **Date** _____

A check on the scale is an indication of initial judgment. It is assumed that other sources of information may alter the interviewer's judgment as to the applicant's suitability. 1 = Inferior; 5 = Superior

SELECTION CRITERIA

A. *Personal Characteristics and Qualifications*

1	2	3	4	5

1. Personal appearance-neat, clean, etc.
2. Poise/stability—knows self
3. Ability to present ideas
4. Voice projection
5. Use of English language/speech
6. Pleasant personality—not irritating
7. Exemplifies leadership traits
8. Demonstrates good judgment
9. Interacts well in a group
10. Shows signs of creativity
11. Flexible—evidence of cooperation

Subtotal _____

B. *Professional Characteristics and Qualifications*

1	2	3	4	5

1. Knowledge of subject matter
2. Educational philosophy compatible with district's philosophy
3. Concern for student differences
4. Enthusiasm for teaching
5. Teaching methodology—shows variety
6. Pupil control techniques
7. Professional attitude
8. Knowledgeable about English curriculum
9. Willingness to sponsor extracurricular activities
10. Undergraduate and/or graduate grades in English
11. Classroom management techniques
12. Job-related hobbies and/or special talents
13. Overall undergraduate and/or graduate grade-point average
14. Knowledge of teaching/learning process

Subtotal _____

C. *Experience and Training*

1. Relevance of previous teaching experience
2. Scope of previous teaching experience
3. Relevance of student teaching
4. Appropriateness of participation in professional organizations
5. Relevance of nonprofessional work experience

1	2	3	4	5

Subtotal _____

Total Score _____

The following is a general appraisal of this individual's promise for future success as an English teacher in our school district.

Should not be considered; poor applicant	Endorse with reservations; inferior applicant	Should be considered; average applicant	Good first impression; strong applicant	Exceptional potential; outstanding applicant

Additional comments:

Interview began _____ Interview ended _____

_____

Interviewer

From Rebore, 1987, pp. 113-17

SELECTION CRITERIA FOR A SIXTH-GRADE TEACHING POSITION

ACADEMIC CRITERIA:

1. Has appropriate college or university coursework and degree(s).
2. Has earned a grade point average in undergraduate and/or graduate courses that meets the acceptable standards of the district.
3. Demonstrates through an appropriate interview a working knowledge of the English language in verbal and written context.
4. Demonstrates an understanding and working knowledge of elementary mathematics skills that are compatible with the district's mathematics curriculum guide.
5. Demonstrates the skills necessary to teach reading in a manner compatible with the district's reading curriculum guide.
6. Has had some formal or informal training in music and has developed the skill to perform with a musical instrument.
7. Has completed courses in drama or participated in extracurricular dramatic performances, plays, or musical presentations during high school or college.

PERSONAL CRITERIA:

8. Indicates a willingness to interact and communicate in a constructive fashion with district staff and community constituents.
9. Exhibits healthy, considerate, mature attitudes that would promote positive intra-staff and community relationships.
10. Dresses in a manner meeting the expectations of the school district and meets socially acceptable standards of hygiene and health care.
11. Is physically capable of actively participating with minimum proficiency in a sixth-grade outdoor experience that includes rapelling, canoeing, spelunking, and ropes course participation.
12. Expresses a willingness to abide by and implement the district's policies as prescribed by the board of education.

EXPERIENTIAL CRITERIA:

13. Has relevant past teaching experience.
14. Has relevant student teaching experience.
15. Has a record of participating in extracurricular activities during high school and/or college (Extra-curricular being defined as any organized school approved activity).
16. If applicant has had teaching experience, has demonstrated an interest in ongoing self-improvement by participating in professional workshops, seminars, college/university courses, or other professional programs.

SELECTION CRITERIA GRID FOR A SIXTH-GRADE TEACHING POSITION

Name of Applicant _____ Date of Interview _____

	Academic Criteria							Personal Criteria					Experiential Criteria					Total Points
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
3																		
2																		
1																		

3 is the highest possible score Grand Total _____

Additional comments:

_____
Interviewer

INTERVIEWING QUESTIONS AND DISCUSSION STATEMENTS

1. What unique qualities do you possess that we should consider?
2. What do you know about our school district?
3. Will you tell me about your hobbies?
4. What clubs and activities would you be willing to sponsor?
5. Please share with me your thoughts on:
   - Traditional education
   - Open education
   - Team teaching
   - Nongradedness
   - Large-group instruction
   - Small-group instruction
6. How do you feel about thematic (unit) planning?
7. In what ways would you provide for differentiated assignments?
8. How would you provide for the individualization of instruction?
9. What are your thoughts about PTA and other community organizations?
10. How many students can you adequately instruct at any given time?
11. What is your philosophy of education?
12. Please tell me about the methods of evaluation that you would use.
13. Why will our school district be better for having hired you?
14. Why would you like to teach in our school district?
15. Please give me your thoughts on some recent educational literature that impressed you.
16. How would you provide for a rich educational climate in your classroom?
17. What is your conception of the way an instructional materials center should function in a school?
18. How would you utilize the services of the guidance and counseling staff?
19. What is wholesome about American education today?
20. What should be improved in American education as it exists today?
21. Do you feel you know yourself? Your hopes? Aspirations? Long-range goals?
22. What is your philosophy of life?
23. How does your area of certification relate to the other disciplines?
24. Please tell me about the artifacts you would regularly use in your instruction.
25. What is your concept of the role of the administration in relation to teachers? To students?
26. As a teacher in our district what would be your role in our community?
27. Are you familiar with the works of any of the educational philosophers?
28. Can you conceptualize educational programs and buildings in the year 2000? What might they be like?
29. In what way does your discipline (area of certification) lend itself to outdoor education?
30. Are you familiar with differentiated staffing? How would you relate to that eventuality in our district if you were teaching here?
31. Should students have any part in the evaluation of teachers? Why?
32. To what extent should students be involved in determining what should be taught and how it should be taught?
33. What constitutes an effective classroom? Study hall?
34. Are you familiar with the scientific method of investigation? To what extent should that method be utilized in your classroom?
35. How would you handle controversial issues as they come before your class?
36. Please react to the job description prepared for the position for which you are applying.
37. What are your plans for furthering your education?
38. What, in your opinion, are the best ways to communicate with parents?
39. Is it still applicable that teachers should be exemplars in the community? Why?
40. What rights and responsibilities do you feel students should assume?
41. Please evaluate this interview and tell me how you think it could be improved to better acquaint other candidates with our district and the position for which you are applying.

—Rebore, 1987

Appendix B

WHAT I KNOW ABOUT EQUAL EMPLOYMENT OPPORTUNITY

To be a better employment interviewer, you must be thoroughly familiar with state and federal laws concerning equal employment opportunity. The following quiz will help you measure your knowledge of these laws. It covers only a few of the key factors in the law but should give you insight into your understanding of this important area.

Questions

On an application form or in an interview, you may ask:	Yes	No
1. Name of nearest-of-kin	_____	_____
2. Whether applicant owns a car	_____	_____
3. Whether applicant has permanent immigration visa	_____	_____
4. What foreign language(s) applicant speaks	_____	_____
5. Whether applicant has ever been arrested	_____	_____
Indicate if these help-wanted ads are legal:		
6. "Receptionist: If you're a cutie, you'll like this duty"	_____	_____
7. "H.S. Math Teacher: Master's degree; top 10% of class only"	_____	_____
8. "P.E. Teacher: Must be under 45"	_____	_____
9. "Applicants experienced in extracurricular activities preferred"	_____	_____
10. "Teaching positions: Recent college graduate preferred"	_____	_____
Answer "Yes" or "No" to the following:		
11. Districts may administer tests to measure intelligence or personality providing the publisher of the test vouches for the test as being nondiscriminatory	_____	_____
12. A district may refuse to hire applicants because they are homosexual	_____	_____
13. A district may refuse to employ applicants because they are over 70	_____	_____
14. A district may refuse to employ an applicant because she is pregnant	_____	_____
15. A district may ask a female applicant if she has small children at home	_____	_____
16. A district may indicate an age preference if a job calls for considerable travel	_____	_____
17. A district may specify it requires a man for a job if the job calls for physical activity	_____	_____
18. The district may specify it requires an attractive woman to greet visitors	_____	_____
19. Districts hiring more women than men employees need not have Affirmative Action Plans to recruit more women	_____	_____
20. A minority employee must be given first consideration for promotion even though less qualified than other candidates	_____	_____

Answers

1. *No.* You may not ask this question, since it may show national origin if the name differs from that of the applicant. Even asking whom to notify in the event of emergency should not be done until after the person is employed.

2. *No.* Unless car is needed on the job itself (e.g., sales or service). Requirement for ownership of a car discriminates against minorities who are more likely to be poor. You may ask if they can get to place of work on a regular basis.

3. *Yes.* Immigration laws require that aliens working in this country have a permanent immigration visa (green card).

4. *Yes.* But you may not ask how applicant learned the language(s) as it may identify national origin.

5. *No.* Government agencies and courts have ruled that inasmuch as ghetto residents and minorities in general are arrested for slight causes, asking about arrests is discriminatory. You may ask, "Have you ever been convicted of a felony?" However, this may *only be asked* when it has direct bearing on the job (e.g., jobs where employees have access to money or valuable goods, etc.). The EEOC has ruled that it is unlawful to refuse to hire a minority applicant because of a conviction unless the circumstances make employment "manifestly inconsistent with the safe and efficient operation of that job."

6. *No.* "Cutie" signifies female.

7. *No.* Unless good school grades have a high correlation to success on the job.

8. *No.* The federal Age Discrimination Employment Act prohibits discrimination between the ages of 40 and 70. This ad discriminates against the 45 to 70 year old applicant.

9. *Yes.* So long as district doesn't eliminate all those who do not have the experience.

10. *No.* "Recent college grad" implies youth.

11. *No.* The Supreme Court in *Griggs* vs. *Duke Power Co.* upheld the EEOC's requirement that *tests must have a direct relationship to effectiveness on the job for each specific job in each company using the tests.* The tests in this question are not specifically related to identified jobs.

12. *Yes.* Homosexuals are not covered by the federal law or by most state laws.

13. *No.* The federal law only covers people from ages 40 to 70; however, the state legislation may make no age distinctions.

14. *No.* Pregnant women may not be refused employment unless the work may endanger their health (e.g., heavy physical labor).

15. *No.* Since men are usually not asked this question, it has been interpreted as a means of discriminating against women.

16. *No.* Ability to travel is not related to age.

17. *No.* Ability to perform physical activity is not related to sex.

18. *No.* A district's desire to have an attractive woman as a receptionist does not make sex or appearance a legally permissible selection criterion.

19. *No.* When woman employees are represented in proportions related to their presence in the educational work force and in each job category and department, Affirmative Action Plans are not required.

20. *No.* Minority personnel should be given preference for promotion only when the qualification of all candidates are about equal and a documented underutilization exists.

****

Every employment interviewer should score 100%. Failure to comply with any one of these points can end in complaints, investigations, hearings, and penalties. (Adapted for schools from *A Guide for Employers in Maine*, Revised 3/89.)

Appendix C

GUIDELINES FOR BUILDING THE INDUCTION PROCESS

1. *Early impressions are lasting.* The most lasting impressions about an organization are formed early, within the first 60-90 days. These impressions, if poor, lead people to look around for other jobs—maybe not right away, but sometime during the first three years. It's critical to reinforce that "I made the right choice."

2. *The pre-arrival period is part of orientation.* The time between the acceptance of the job offer and the first day of employment should be used to maintain contact with the new person; help with housing, information about the community, and so forth; and have everything ready on the job for the new person's arrival.

3. *Day One is crucial.* New people remember their first day of employment for years, so it must be well managed.

4. *New people have an interest in the total organization.* New employees *are* interested in, and need, a sense of the total company; its objectives, policies, values, and plans; and where they and their own organization fit in. And they need this early on; it's just as important to them as the more apparent need for information about their own job, department, and so on.

5. *Teach the basics first.* People become productive sooner if we give them time at the outset to learn the basics—to establish a foundation. People need to know the hows, wheres, whys of getting things done before starting their regular assignments. The old process of throwing people right into the job to learn by their mistakes won't work any more—if it ever did.

6. *Give the new person major responsibility for his or her own orientation.* Adults learn best if they have a responsibility for their own orientation. They do this best by a process known as guided self-learning—learning by doing, but under direction.

7. *Time the giving of information to fit the new employee's needs.* New people need to know certain things at certain times. Try to provide the information just before the person needs to use it.

8. *Avoid information overload.* Related to timing is the question of overload. It's important to consider how much a person can absorb at one time. "A little bit at a time" is a good rule.

9. *Understand that community, social, and family adjustment is a critical factor.* Orientation systems can—and should—address the needs of the new person (and his or her family) to become part of the new work group and the new community. Studies confirm, over and over, that people will leave the job if they or their families don't make a good adjustment to the community and to their co-workers. In fact, some studies show that the views of the spouse are the single most important factor in a married person's decision to stay with, or leave, an organization.

10. *Remember that it's the individual that counts.* Focus on orienting each person, not just a group. Designers of orientation systems need to build an orientation process—not a "program"—so that solid orientation occurs with each person and is not dependent on group orientation.

11. *Make the supervisor the key.* The basic responsibility for orienting new people lies with the supervisor. Others are important, but the ultimate responsibility is the supervisor's. The long-term success of the new person depends to a great extent on how well the supervisor carries out this responsibility.

12. *Emphasize solid orientation as a "must" for productivity improvement.* Orientation must be viewed as an essential part of the employment process, like the interview or a medical exam, and is the first step in the training process. In short, recognize orientation as a *vital part of the total management system*—the foundation of any productivity effort.

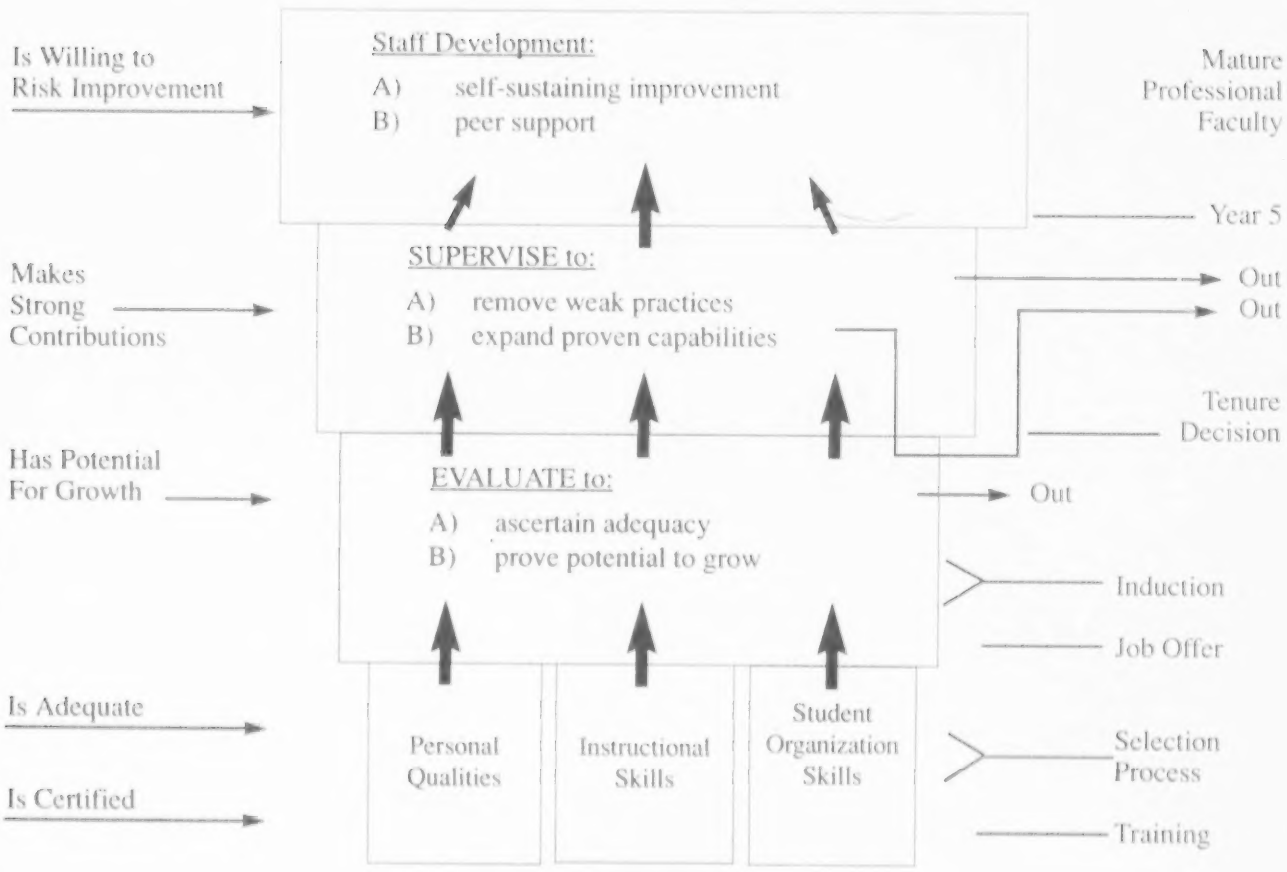
Guidelines for Planning the Induction Process. (*Source*: Edmund J. McGarrell, Jr., "An Orientation System That Builds Productivity." *Personnel*, November-December 1983, pp. 39-40.)

—*Castetter, 1986*

Appendix D

TEACHER EVALUATION, SUPERVISION AND PROFESSIONAL GROWTH: A MODEL

(Read from bottom up)



The principal must determine if the teacher:

Chronology of Employment

nassp
1904 Association Drive
Reston, Virginia 22091-1598